

P-20 Council Meeting Minutes

April 27, 2011

10am – 4pm

**Frazier International Magnet School
4027 W. Grenshaw, Chicago, IL 60624**

Member Participants: Josh Anderson, Xian Barrett, Ron Bullock, Tom Choice, Andy Davis, Miguel del Valle, Lizanne DeStefano, Larry Frank (for Audrey Soglin), Nora Gaines (for Maggie Laslo), Ray Hancock, Dan Harris (for Diana Rauner), Erika Hunt, Elaine Johnson, Mike Johnson, Joyce Karon, Deb Kasperski, Brenda Klostermann, Chris Koch, Max McGee, Gary Niehaus, Geoff Obrzut, Laurel Prussing, Sharon Thomas Parrot, Cynthia Plouche, George Reid, John Rico, Kathy Ryg, Deb Strauss, Julie Smith, Brian Spittle (for Fr. Holtschneider), Robin Steans, Jason Tyzko

I. Welcome – Principal Colette Unger-Teasley

Chairman del Valle opened the meeting and invited the Frazier International Magnet School principal to say a few words to welcome the P-20 Council to the school.

II. Minutes. Motion to approve the minutes of January 26, 2011 was made by John Rico, was seconded, and passed.

III. Announcements

- Lt. Governor Sheila Simon will chair the Joint Education Leadership Committee.
- Peggy Mueller from the Chicago Community Trust was introduced and the Chair expressed gratitude for the Trust's funding for the work of the P-20 Council.

IV. Illinois School Report Card Working Group – Max McGee, Robin Steans, Shalini Unnikrishna, Marin Gjaja, Michelle Russell

One of the strongest recommendations of the Data Assessment and Accountability Committee this year was to revise the Illinois School Report Card, and the legislature has asked the P-20 Council to recommend revisions as part of the reform effort. The Boston Consulting Group has been assisting the Illinois Report Card Working Group in developing a process that will include input from focus groups. There are over 40 people serving on the committee, and the process is very inclusive. Parents and families are the primary audience for the report card. The report card should show change over time as well as a snapshot of the school. The new report card will be designed to be a "living document", capable of revision as new data sets become available as the new Longitudinal Data System is developed. It will be a fact-based accountability and reporting mechanism for families, school boards, and school management. It is a means to a comprehensive performance management strategy. There will be a pyramid structure to the report, with a one-page printed overview for parents, a more detailed

report with additional data available online for administrators, and a third layer with all the data made available. There are 4 guiding questions: Are students achieving quality outcomes at each level? Are students making progress toward quality outcomes, making gains? Is the school climate conducive to quality outcomes? What are important contextual characteristics of the school population and community? The Working Group will present a draft version to the Council at the July 27 meeting.

A question was asked about how post-secondary education could be included in the report card. The current effort is geared toward K-12, but the committee intends to include information on the post-graduation outcomes for students.

V. Tour of Frazier International Magnet School

Council members were given an opportunity to observe Frazier classrooms for 30 minutes.

VI. Kindergarten Readiness Assessment Update – Robin Steans, Kay Henderson

Members were presented with “A New Beginning: The Illinois Kindergarten Individual Development Survey”, the result of 14 months of work by the Kindergarten Readiness Assessment Stakeholder Committee. The committee recommends a pilot phase to adapt a tool that will take the whole child into account and use multiple measures to promote alignment between the variety of early childhood learning environments through early elementary grades. The assessment will strengthen collaborations between families and schools, support teaching, and utilize observational assessments repeated over time to yield valid, authentic information about individual young children and their development. The Board of Education has requested \$1.5 million in funding in its budget to launch the first phase of the assessment. The results could be used to evaluate full-day vs. half-day kindergarten programs, for example. There are implications for investment in state-funded preschools, as well as teacher training and development.

VII. Finance & Governance Panel Discussion, moderated by co-chairs Ray Hancock & Laurel Prussing

Ray Hancock introduced the committee members, and stated that the Finance and Governance Committee is hoping to present a finance and governance plan based on national and international best practices to the Council at the next meeting. To provide education to all children, structure and financing must be provided, and it must take preschool through graduate school into account. The Community College Act of 1966 was a significant step forward for Illinois. Ray noted that the current system of education in Illinois is working, but could be improved.

Education Funding Advisory Board Recommendations – Sylvia Puente, Latino Policy Forum, EFAB Chair

Only 55% of Latino children are meeting or exceeding state standards in Illinois. The gap has doubled over the past 4 years. (Dr. Koch later noted that the dramatic change could be due to recent NCLB testing requirement changes for English Language Learners.)

Ms. Puente and the other 4 members of the Education Funding Advisory Board have the responsibility to recommend to the General Assembly the appropriate funding level for General State Aid in the funding formula for successful and efficient K-12 schools. Over 20 education advocates volunteered to assist EFAB in looking carefully at the funding formula, other methods of determining funding adequacy,

the PTELL system, the poverty formula , and other school funding issues, and following a rich discussion, they added 5 appendices to their January 2011 report. EFAB made 3 main recommendations. First, the General State Aid foundation level should be \$8360. However, the gap between what the EFAB said we should fund and what the General Assembly actually funds is over \$2000 per pupil. She believes that the P-20 Council should put the issue of funding adequacy and equity back on the table. Second, EFAB recommended that the additional funding provided to districts with high concentrations of poverty, the Supplemental General State Aid Poverty Grant, be adjusted for inflation, raising the minimum grant from \$355 to \$472 per pupil. EFAB noted that poverty among schoolchildren has increased tremendously in Illinois, and is dispersed throughout the state: 34% of children in poverty are in Chicago, 32% downstate, 17% in collar counties, and 17% in other Cook County districts. The third recommendation was to continue to study elements of the funding formula based on the work of the committees. Most of the increase in the General State Aid has been distributed to PTELL adjustments for tax caps in local districts, and amount which has grown from \$45 million to over \$700 million. The definition of school success and efficiency also needs to be reexamined in light of NCLB. Adjustments for high-poverty districts may be considered as something to be folded into the formula or kept as a separate grant. The next EFAB report is expected to be issued in two years.

Streamlining Education Delivery Systems Report – Chris Koch, State Supt. of Schools

Dr. Koch noted that the impact of earlier hold harmless funding agreements over the years has distorted the funding formula. The state board has convened committees to study the problems with transportation, hold harmless, and other formula issues. There will be winners and losers as adjustments are made. There is a huge correlation between student achievement and poverty, and the state welcomes a reexamination of the poverty grant.

The Streamlining report examined the various regional education delivery systems throughout the state to find efficiencies. Six recommendations were made. The Regional Offices of Education would be the primary centers of delivery, a model promoted in the Race to the Top application. Accountability measures need to be added, and funding reexamined. They are working to roll out the Common Core Standards through the Regional Offices. Dr. Koch anticipates a dip in achievement data as the standards change, especially in the elementary grades.

Governance Models –Norm Durflinger and Lynne Haeffele, ISU

Consolidation reform legislation in 1985 set the minimum size for schools, but the legislation was withdrawn 6 months later. Their research shows that if the state decides to decrease the number of school districts, it should take into account more than district finances—student achievement should be the primary concern. District financial difficulties may be exacerbated by funding formula unfairness. The long term financial outlook of districts will not improve through consolidation.

Dr. Koch noted that there are a number of districts that would like to consolidate but cannot find partners. There are additional considerations about pay scales, additional pay for MA degrees, and what happens after the three year window when the state helps with salary differentials between consolidating districts.

VIII. Family, Youth, & Community Engagement Committee Update – Deb Strauss, Kathy Ryg, Melissa Trumbull Mitchell

At the invitation of the North Central Region Betterment Coalition, Kathy Ryg and Deb Strauss, co-chairs of the Family, Youth, and Community Engagement committee, together with Melissa Mitchell from the Federation for Community Schools and Ann Courter from the P20 Council staff, toured three communities on April 12: Princeton, Ottawa, and Oglesby. There was participation from Dr. Deborah Curtis, Advance Illinois, and other FYCE members. The group met in public forums about education and family engagement needs identified by the community, and listened to community feedback on P20 issues. Melissa also reported on an earlier seven-community listening tour with the FYCE committee and Advance Illinois and other organizations. Creating a welcoming environment, developing capacity for school staff to value community engagement, and relying on community and family assets, were key findings. There was great interest in the kindergarten readiness report, and the revisions to the school report card, career readiness and training, as well as the P20 Council's January recommendations. The committee heard about very successful models, and the shared language that can lead to common values and results. Behavioral and mental health issues, budget concerns, and technology were raised by the groups. The superintendents and community members were eager for opportunities to connect to share ideas and get information on common core standards and other new developments. Deb Strauss noted that the Illinois PTA will be co-branding materials for parents about common core standards with ISBE. There were reporters at each session, and press coverage was extensive.

Chair del Valle noted that the communication with the state about the work of the P-20 committees, and the integration of all levels of education, is a key purpose of the P-20 Council.

IX. Teacher & Leader Effectiveness Report – Erika Hunt, Josh Anderson, co-chairs

The principal preparation redesign rules, which were supported by the committee, are under review by JCAR. Updates are available at www.schoolleader.org. Principal candidates will need to demonstrate a track record of two years of impacting student growth. Legislation to revise Article 21 of the School Code is moving through the legislature, to simplify and streamline teaching licenses and endorsements. Supt. Koch noted that subject matter endorsements for middle school teachers should boost student achievement. Performance assessment with videography for people coming into the profession is being piloted at three places in the state. Candidates will pay a slightly higher fee, which will cover improved technology. We need a match between what our students need and our workforce, including the ability to teach reading at all levels.

Josh noted that the Teacher Leader Effectiveness Committee will work with the FYCE committee to engage with local communities about the changes to principal preparation and teacher certification. Chair del Valle urged that they also communicate with the public about the need to attract high quality candidates for teacher training programs in Illinois, to upgrade the profession to the highest level possible, and the process for becoming a teacher.

The PEAC, Performance Evaluation Advisory Council, has been working for a year to design guidelines for districts and building a default model for districts. They are struggling to answer how to link teacher performance with student growth in a credible manner, but making good progress with a diverse stakeholder committee. The committee is working to develop a teacher and leader data dashboard to

measure progress in building the quality of teachers in the state, based on available data, and understandable by the public. They also are looking at recertification procedures. As a longer term project, the committee hopes to be able to identify teacher candidate characteristics that will correlate to student success. Finally, the committee is looking at the relationship between teacher and direct supervisor, and how the strength of that relationship could be measured with a valid instrument.

The leader subcommittee is developing a crosswalk of the leadership policies and practices for preschool leadership through secondary school leadership. Distributive leadership is another priority—how to develop a career pathway for teacher leaders, assistant principals, etc. They will do an international and national scan to look at different roles and responsibilities of various positions, and the training required for success in these positions. Another priority is the diverse pipeline for teachers and leaders in Illinois.

Dr. Koch commended the P-20 Council for focusing on the pre-service training for teachers, particularly in light of diminishing funding for mentoring and induction programs and professional development. He noted that there is evidence that raising the basic skills test cut score will increase the quality of teacher candidates, so that we are recruiting from the top third instead of the bottom half of college graduate. Our workforce must meet standards of proficiency. The actual test used to measure mastery could be open for discussion. TFA has been awarded funding for recruitment of minority teachers, and other efforts will be made to increase minority teachers. Weaker teachers and administrators have tended to go to the worst performing schools.

A quick response subcommittee is working on the Article 21 discussions, especially the design of the teacher leadership endorsement. The Fry Foundation has awarded the P-20 Council funding to support research for the Teacher Leader Effectiveness Committee.

X. School, College, & Career Readiness Committee Presentation – Sharon Thomas Parrott, John Rico, co-chairs, Jason Tyszko, Melissa Robbins, Bill Symonds, Elaine Johnson

Bill Symonds presented an overview of the Pathways to Prosperity project from Harvard, released in February 2011. There is growing recognition that the promises of NCLB have not been met, and not every child is proficient. The goal of education they are looking at is whether young people are prepared for successful lives: able to get a job, raise a family, and participate in their community. The US was the world leader in education, but recently has slipped in high school and college graduation rates. Young people have been hit hardest by the recession, and are not getting vital work experience. Among low income teens in Chicago, only 9% had jobs in the summer of 2010, while in Evanston, 41% had summer jobs. Today, post-secondary education is needed to make it into the middle class. Jobs held by people with no more than a high school education dropped by more than 2 million, while jobs requiring more education grew by 63 million. However, only one-third of jobs being created now require a 4-year college degree or higher—another one-third require some college, but less than a BA. There is a better pathway for that third to get valuable certificates and succeed, without incurring great debt. We need to recognize role of community colleges and the military in preparing young people for careers.

College completion rates for 4-year colleges are only 56%. At community colleges, it's only 29%. Seventy percent of young people do not get a 4-year degree. We are not doing a good job of preparing students for the work force.

Academic readiness, healthy youth development, and workforce readiness are all important. Work experience is invaluable.

In other countries, vocational education is mainstream preparation. Dual apprenticeships, or school-based programs, combining work and learning, are more effective for many teenagers. The business community must be engaged in designing programs of study and work-based learning. There must be multiple pathways to success. High quality teachers are critical. Every child needs a solid base of math and literacy, and strong early learning, and then more options in high school. We need world-class vocational programs, like the STEM learning exchange. Career counseling needs to be emphasized—the business community can play a key role. Work-based learning opportunities need to be expanded. Mr. Symonds cited a vocational high school in Worcester, Massachusetts, that out-scores traditional schools on academic measures.

A network of states is working on preparing students for success, Illinois among them. Young people need a clear vision of how they will be able to contribute.

The School, Career, and College Readiness Committee presented its recommendations to the Council. There is a geographic gap in Illinois, as well as a race and economic gap, in achievement and opportunity for students. Retiring baby boomers will create need for credentialed employees able to learn new skills. The goal is a more robust and integrated strategy for college and careers for all students. There are 7 key elements to the framework the committee has developed:

1. an operational definition for college and career readiness: academic, employability (ability to work as a team), and pathway skills (in a major or technical field). Better linkage is needed between high schools and colleges—8 workshops have been completed throughout the state with the ICCB and IBHE to talk about what is needed to be sure students are ready. Elaine Johnson from the ICCB spoke about rolling out the common core to over 900 secondary and postsecondary teachers. They have found that the two groups have not had the same standards, but are now working on alignment. The state's College and Career Readiness Act pilot programs have interdisciplinary teams with both secondary and postsecondary staff to identify early the students in junior year of high school who are not college or career ready, and provide summer and senior year opportunities to get them on track for success.
2. data acquisition and performance measurement, and personalization of student learning to plot individual career pathways. The Longitudinal Data System and Learning and Performance Management System are under development.
3. work-based learning opportunities, support for programs of study, incentives for employers, more options for students to explore career interests, especially in STEM areas. Real-world, applied, meaningful experiences for students are critical.
4. align assessments: including PARCC assessments for common core standards, National Career Readiness Certificate, for example, to track students' soft skills, and pathway, stackable credentials to earn in addition to a degree.

5. infrastructure for employer partnerships: learning exchanges, e-curriculum, talent pipeline performance review
6. professional development for instructors to provide students with high level of choice, with employer externships and other opportunities (possibly with tax incentives for employers)
7. smoother middle-school to high school transitions, and community college supports for adult populations.

Elaine Johnson described how College and Career Readiness pilot sites, and bridge programs, have been yielding good results. Developmental education students need more attention—ISAC has been helping develop programs. New models will be part of the Illinois Complete College America grant application: performance funding, and developmental education.

There was discussion about the desirability of using the third WorkKeys assessment, and how to integrate academic and vocational certification with Article 21 revisions, high standards and professional development.

Bill Symonds noted that academic and vocational standards can be raised together, and integrated, as was done in Massachusetts. Their vocational schools are now outscoring the comprehensive high schools—they are engaged, and have jobs. Certification of career education teachers requires experience in the field as well as high standards. Bakers and auto mechanics provide a valuable service, along with doctors and lawyers.

There is a category of employability assessments, with multiple products, including WorkKeys and a new CPS instrument and others. Discussion with employers continues about whether the state should adopt one of the instruments, or allow local decisions that meet state-set standards.

Students need to be engaged in high school, with courses they find relevant—vocational classes are desperately needed to address the dropout rate. Student career exploration courses, while also meeting all academic requirements and even participating in college courses has proven to be possible and beneficial for students. Ron Bullock noted that the National Association of Manufacturers has engaged 790 community colleges with the National Institute of Manufacturing Standards and stackable credentials in IT, finance, health care, etc. The private sector has more classroom space than schools—it knows the importance of lifelong learning. Co-ownership of the talent pipeline with the private sector will create real opportunities for our students.

The P-20 Council can play a critical role in explaining the importance of work experience for young people as well as academic success.

XI. American Youth Policy Forum & Data Quality Campaign Update – Chairman Miguel del Valle, George Reid, Erika Hunt, Elaine Johnson, Jason Tyszko

At the invitation of Quality Counts and the American Youth Policy Forum, a delegation from the P-20 Council attended a 2-1/2 day conference in Atlanta, Georgia. One result is the new organizational chart for our P-20 council, with the Lt. Governor chairing the Joint Education Leadership Committee. Our state is covering all the bases, and compares favorably to the other states at the conference. Some

states address remedial education by having students take remedial courses at the same time as credit courses. Performance funding legislation is likely to become state law.

XII. Communication Strategy & Website Design Presentation – Ann Courter

The new website address will be the same as the old one: www.p20Council.illinois.gov. Please visit often. Committee members can be given access to share documents on the SharePoint part of the site (Login at the top of the page.) For help getting access, please contact Ann. There will be an email address for the public to request information and provide feedback: p20council@uillinois.edu. Ideas were offered about accessibility for non-English speakers, and youth engagement.

XIII. Frazier International Magnet School Panel – Principal Colette Unger-Teasley, Farren D’Abell, Michelle Reed

Frazier staff talked about their strategies to achieve great success with their students. The teachers go through 90+ hours of professional development. The principal screens teacher hires based on content knowledge, then invites candidates to present a lesson with students, lesson plans, and meet with leadership team.

Chicago Public Schools have many data and curricular requirements, which they align with the International Baccalaureate curriculum. They look at student achievement weekly, and provide focus strategies every 5 weeks for every student, and individual action plans. Differentiation takes place on many levels: the 2-hour reading block includes every teacher in the building, so there are 2 teachers in every classroom. Double-dosing provides additional instruction in needed areas. After-school programs, morning tutoring, and Saturday sessions help students catch up and also advance. Summer enrichment programs are held. Beginning in second grade, literacy circles provide rich and deep discussion and thinking. Higher order thinking questions are stressed. Videotaping in the fall and spring show growth and help teachers improve.

Special education training is provided for teachers. A multi-sensory approach is used: Touch Math, and an association with the Blind and Dyslexic. Many special ed students have been very successful.

Programs to start home libraries have been successful. Parent University night lets teachers teach skills to parents whose children are struggling with those skills. Parent involvement remains a huge challenge. The principal writes comments on every report card, and on writing samples for every student. If a group of students isn’t getting the material, the principal notes that professional development is needed. The principal will quickly move teachers who are not being effective. Units of inquiry are tie to the school’s international focus, with each grade studying a different county, and through interdisciplinary activities. Spanish instruction twice a week starts in kindergarten. The walls are filled with text, and reading instruction is carefully designed, using phonemic awareness.

At this school, with almost 100% minority and low-income, over 90% of students meet or exceed state standards. It was noted that the school is a non-selective public school on the West Side of Chicago, with students admitted by lottery. The question was asked: why don’t neighboring schools achieve these results? The principal pointed to drilling down to every individual student, weekly planning sessions, and use of best practices, and a talented and dedicated staff. They talk about college completion with second grade parents. All specials teachers are in the classrooms in the morning to lower class sizes, and extra tutoring opportunities are provided with homogeneous groupings. The

Office of Academic Enhancement provided a grant for teacher development and some equipment to meet IB standards, but that money ran out. Chair del Valle thanked the Frazier staff for hosting the meeting and sharing their strategies with the P-20 Council.

The next meeting will be on July 27.